

DOCUMENT RESUME

ED 374 266

CE 067 192

TITLE Marketing Your Programs Grassroots Style.
INSTITUTION Florida State Dept. of Education, Tallahassee. Div. of Applied Tech. and Adult Education.
PUB DATE 94
NOTE 78p.; Printed on colored paper.
AVAILABLE FROM Applied Technology and Adult Education, Dept. of Education, 261 Collins Building, Bureau of Career Development and Educational Improvement, Florida Tallahassee, FL 32399-0400.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Education; Adult Programs; *Community Education; Information Dissemination; Marketing; Partnerships in Education; *Publicity; *Public Relations; Statewide Planning; Strategic Planning; Teacher Workshops; *Vocational Education
IDENTIFIERS *Educational Marketing; *Florida

ABSTRACT

This resource packet, which was developed for use at a training workshop for Florida vocational, adult, and community educators, contains information and materials designed to assist educators in marketing their programs at the "grassroots" level. Presented in the first three sections are differences between public relations (PR) and marketing, reasons for conducting marketing/PR campaigns, and four steps to prepare for contact with the public and media. The fourth section includes detailed guidelines for the following steps in developing a marketing plan: create a marketing/PR team, assess image, establish goal(s), select target audiences, develop the message(s), choose marketing/PR strategies, set timelines, determine cost and resources, plan evaluation, and implement the plan. Described in the next two sections are exemplary grassroots marketing strategies (advertising, publicity, promotions, PR, and direct contact) and specific marketing/PR strategies used by school district staff in four Florida counties. Included in an appendix are the following: a sample PR plan developed to market vocational, adult, and community education programs in Orange County; marketing resource material; a business partnerships resource guide; and information about the FAUN (Florida Application Update Network) computer bulletin board system. (MN)

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A CALL TO ACTION

NOW IS THE TIME.....

Now is the time to capitalize on the positive trends and resolve the problem of poor communications between the public and the schools. Public perceptions of what is happening in our schools cannot be left to chance. An organized program for getting the good news out to the public becomes everyone's responsibility.

Walt Disney Company Education Seminar

LET'S GO PUBLIC.....

Public awareness of the excellent programs delivered by Florida's system of Vocational, Adult and Community Education will increase when everyone associated with it on the state and local level plays an active role in promoting the success of the system.

*1993-94 Kick-Off Theme
Public Information Program
Division of Applied Technology and
Adult Education*

INTRODUCTION

The **"Marketing Your Programs....Grassroots Style"** workshop is the sequel to the **"Let's Go Public"** workshop developed by the Florida Department of Education, Division of Applied Technology and Adult Education. "Let's Go Public" was the theme selected to kick-off the division's Public Information Program at 1993-94 state conferences and Adult and Community Education regional marketing workshops. The program's focus is to facilitate an ongoing public relations effort designed to increase awareness of the impact and success of Vocational, Adult and Community Education throughout Florida.

"Marketing Your Programs...Grassroots Style" was chosen as the theme for the 1994-95 workshops in order to highlight the importance of marketing programs at the local "grassroots" level. The workshop serves as one of the strategies to establish a statewide communications network and to share successful low-cost techniques in marketing local programs.

This resource packet outlines the difference between marketing and public relations; steps to develop a marketing/PR plan; various types of grassroots marketing strategies and examples of successful grassroots marketing strategies from school districts. Also included are steps to build business partnerships and information about the division's computer bulletin board system called **"FAUN"** (Florida Application Update Network).

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Sample PR Plan, Orange County, Vocational, Adult & Community Education

Marketing Resource Material, Florida ACENET

Business Partnerships Resource Guide

FAUN Computer Bulletin Board Information Sheets

PUBLIC RELATIONS VS. MARKETING

There are several different textbook definitions of the terms Marketing and Public Relations. Below is an operational definition developed for each term and a synopsis of how the two complement each other in order to provide an understanding of their functions.

WHAT IS PUBLIC RELATIONS?

A coordinated program of reaching out to the public through information dissemination and planned activities to gain understanding and support.

WHAT IS MARKETING?

A coordinated program of researching perceptions and needs of target audiences; developing products, programs and services; and using communications methods to inform and serve those audiences.

DO THEY COMPLEMENT?

Good public relations paves the way for the marketing effort. A successful marketing program and satisfied customers make it easier to build and maintain good relations with the public.

WHY DO MARKETING OR PUBLIC RELATIONS?

Some of the best kept secrets in Florida's education system are in Applied Technology (vocational education), adult and community education. Marketing/ public relations provides educators and staff a coordinated process to inform the public of the outstanding programs and services offered by the system. Below are other reasons why marketing/PR should be an integral part of education.

- **School reform**
- **Cultural diversity of the community**
 - **New school-to-work initiatives**
 - **Recruitment of students**
 - **Student success stories**
 - **Program and curriculum changes**
- **Accountability for the use of public funds**

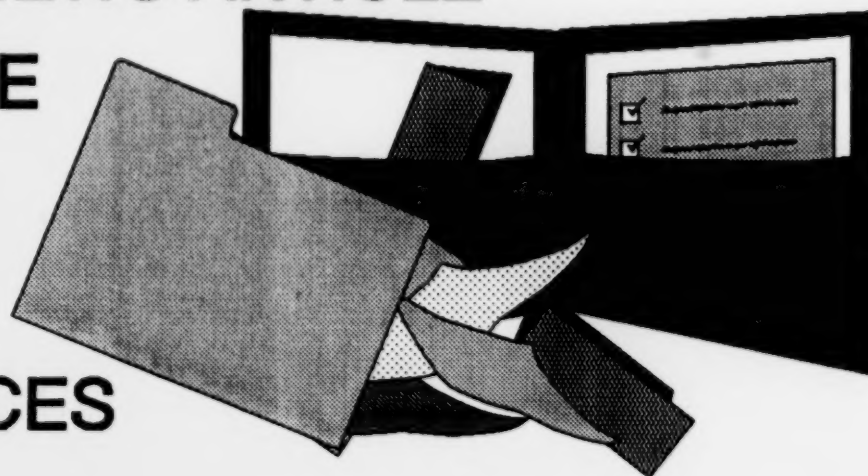
PREPARING TO GO PUBLIC

Having readily available and well-documented information about your programs and services is essential before implementing a marketing / public relations program. Four basic steps to prepare for contact with the public, particularly the media include:

- 1. GATHERING BACKGROUND MATERIAL** such as statistics, photographs, articles and other information involving your programs or services. Document the information by developing fact sheets to share with your target audiences.
- 2. DEVELOPING PROMOTIONAL MATERIALS** such as flyers, pamphlets and brochures to explain and highlight the features of your programs or services.
- 3. DEVELOPING A NEWS KIT** to have a convenient and attractive way to introduce your programs to the media. A news kit is background information a reporter can keep on hand and refer to when developing a news article (**see next page for news kit contents checklist**).
- 4. COMPILING A MEDIA LIST** will be helpful in disseminating your information to the media and in establishing a relationship with reporters who cover education news. A checklist for newspapers includes: addresses, phone numbers, circulation areas, publication days, deadlines, and names of editors and education reporters. The list for broadcast media includes: addresses, assignment editor, newsroom phone numbers, and stations that provide public service announcements (**see sample media list on following page**).

NEWS KIT

- ✓ **BACKGROUND INFORMATION**
- ✓ **FACT SHEET**
- ✓ **QUESTION & ANSWER SHEET**
- ✓ **FEATURE OR NEWS ARTICLE**
- ✓ **NEWS RELEASE**
- ✓ **NEWSLETTER**
- ✓ **BROCHURE**
- ✓ **LIST OF SOURCES**



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♪ MEDIA LIST ♪

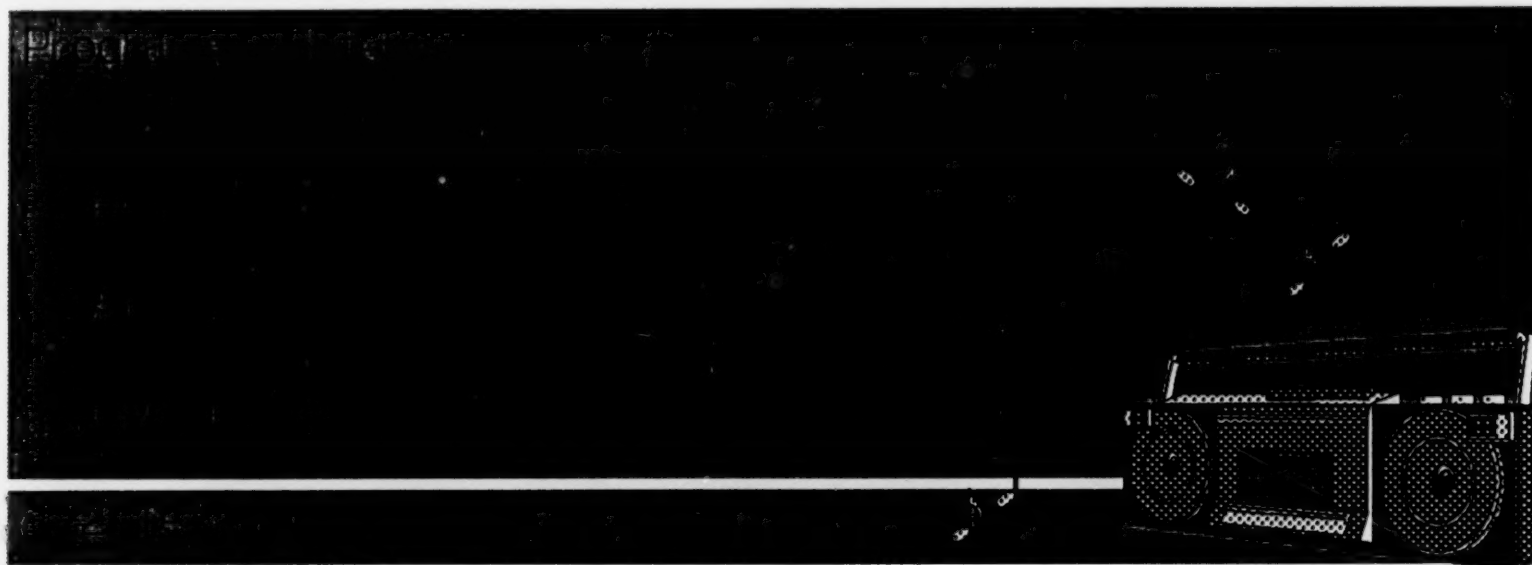
Radio/TV Sample Listing

Radio/TV Station (Call Letters):

Number on dial: _____ AM _____ FM or _____ Channel

Mailing Address: _____ Street Address: _____

News Director: _____ Assignment Editor: _____



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THE MARKETING / PR PLAN

A marketing/PR plan serves as a tool to identify some of the good things occurring in applied technology, adult and community education, and to select the best ways to distribute that information to the public. Following are the steps to organize your marketing plan:

1. Create a marketing / PR team
2. Assess your image
3. Establish goal(s)
4. Select target audiences
5. Develop the message(s)
6. Choose marketing / PR strategies
7. Set timelines
8. Determine cost and resources
9. Plan evaluation
10. Implement plan

1 - Create A Marketing/PR Team

The initial step before developing the marketing/PR plan is the selection of individuals who will be responsible for its implementation. The team might be an existing group within your school or program area or a group formed solely for this purpose. To ensure representation of key education stakeholders, encourage the involvement of:

- **Teachers**
- **Administrators**
- **Guidance Counselors**
- **Occupational Specialists**
- **Students**
- **Support Staff**
- **Public Information Staff**
- **Business Partners**
- **Parents**

2 - Assess Public Perception of Your Program(s)

Find out what the public knows and thinks about your programs, and what they want and need to know. Assessing your target audiences will determine the strengths and weaknesses of your programs or services and will help define the goals and messages of the marketing / PR plan. Below are a few assessment techniques:

Focus Groups are a select group of people such as advisory committees, students, parents, and business leaders to discuss or rate the effectiveness of your programs or services. Sessions generally include a moderator to facilitate group discussions and are video or audiotaped for later analysis.

Surveys may include mailed questionnaires and face-to-face or telephone interviews. Surveys are conducted using a cross-section of a population to receive a broader assessment of public perceptions.

Media Content Analysis is collecting and analyzing news reports and articles that have been reported about your school or programs. Press clippings and broadcast reports are used as the bases for content analyses. They indicate only what is being printed or broadcast, not what is read or heard.

3 - Establish Your Goal(s)

Once there is a clear assessment of your programs or services, establish the goal(s) of your marketing/PR plan. Be realistic about what you can accomplish. Below are the criteria for establishing goals and a sample school district goal:

Goals Should Be:

- Specific
- Measurable
- Achievable
- Realistic
- Tied in with the organization's goals

Sample Goal:

Orange County School District

Expand awareness of and encourage participation in Vocational, Adult and Community Education.

4 - Select Your Target Audiences

Select the audiences you want to target with your marketing/PR plan. The audiences are generally listed under two key categories: Internal -- people within the school or directly related to the school district; and External -- people outside the school or indirectly related to the school district. Below are examples of these audiences:

INTERNAL AUDIENCES

Administrators
Teachers
Professional Staff
Support Staff
Students
School Board
Advisory Committees
Education Agencies

EXTERNAL AUDIENCES

Parents
Senior Citizens
Politicians/Government Officials
Community Leaders
Civic Organizations
Media
Business, industry and labor
representatives

5 - Develop Your Message(s)

You have selected the audiences you want to target. At this point, it is important to begin looking at ways to motivate each audience with a specific message. Each market will want to know what your program can do for them. Below are several key audiences and sample questions those audiences may ask:

- ☐ **PARENTS**
What can their children do after they have completed your program?
- ☐ **BUSINESS AND INDUSTRY LEADERS**
Are you providing a skilled labor force for them?
- ☐ **POTENTIAL STUDENTS**
What opportunities do the programs offer?
- ☐ **POLICYMAKERS**
What are you doing with the funds provided?
- ☐ **MASS MEDIA**
What are the success stories of students, services and programs?

6 - Choose Your Marketing/PR Strategies

Choose the strategies you will use to deliver your message to the target audiences. Below are the five major marketing strategies and their definition:

ADVERTISING - - the purchased distribution of your information via commercials, direct mailings, billboards, media ads, and other channels.

PUBLICITY - - information with news value distributed free via mass media outlets such as newspapers, radio and television stations.

PROMOTION - - the staging of newsworthy events to attract attention to your programs and services.

PUBLIC RELATIONS - - planned activities designed to gain support and understanding from your target audience or the general public.

DIRECT CONTACT - - person-to-person interaction with your target audiences such as group presentations, conferences and meetings.

7 - Set Timelines

On a calendar, identify the dates showing when you will implement your strategies.
The timeline is dependent upon the human and financial resources that are available.

strategies	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

8 - Determine Cost and Resources

Developing a marketing/PR plan does not require a large budget. Nevertheless, it is important to analyze what you want to do and then determine whether it requires financial resources, human resources, or both.

Strategy	Estimated Cost	Resources

9 - Plan Evaluation

“Strive to weave an evaluation thread into every aspect of your PR program. Use the results to demonstrate that school PR does make a visible difference in your school community.”

***National School Public
Relations Association***

☐ REASONS FOR EVALUATION

Evaluating your marketing/PR program helps you to examine its strengths and weaknesses. Four other reasons for evaluation are:

- To improve, add, or drop existing marketing/PR activities
- To determine if the marketing/PR program is achieving its intended results
- To determine if the results were worth the time and money spent
- To bring greater management visibility to the accomplishments of the marketing/PR program

☐ WHEN AND HOW TO EVALUATE

Following are the two types of evaluations commonly used to determine when to conduct evaluations, and how to evaluate your marketing program.

☐ WHEN TO EVALUATE

Formative Evaluations -

Activities are monitored throughout the year so that course corrections can be made to improve an ongoing program.

Summative Evaluations -

Total program is reviewed annually. Each product or activity is evaluated after it has been completed and assessed whether it was a valuable asset to the total program. The program is then evaluated on its total year-round efforts and accomplishments.

☐ HOW TO EVALUATE

- Disseminate questionnaire to target audiences
- Collect and analyze content of news articles
- Hire a consultant to assess your total PR program
- Distribute questionnaires to staff and students
- Develop a checklist to assess PR activities and objectives
- Provide brief questionnaire for parent-teacher conferences
- Analyze student enrollment and other data
- Make evaluation cards available in public locations

□ ANALYZE AND PRESENT DATA

Below are several recommendations regarding what to do with evaluation results, and resource information about communications audits and evaluation assistance from the National School Public Relations Association:

- Gather data and compare the results with original objectives
 - Determine if objectives have been met and if not, why
 - Plan for changing and improving activities for next year
 - Present report to management stressing objectives met that support school or district goals
-

Need Auditing Assistance?

A communications audit is an analysis of your school district's communications –internal and external. It is designed to take a snapshot of your system's communication needs, policies, activities, capabilities, and programs. It involves staff and community leaders, and leads to a set of recommendations from a communications expert to be acted upon by administrative staff and school board. If you are interested in a communications audit, contact the National School Public Relations Association (NSPRA) for consulting assistance. NSPRA maintains a membership talent bank that identifies members with expertise in auditing and evaluation.

NSPRA also offers consultative contract services to school districts to complete communication audits, evaluations, PR plans, etc. The association has resource materials on evaluations and audits. Contact NSPRA at (703) 528-5840 for more information.

10 - Layout And Implement Plan

After you have identified the key components of your marketing/PR plan, create a format to layout those items in appropriate columns. You may want to select an individual from your team to serve as chairperson to oversee the implementation of the plan. Now you are ready to put your plan into action!

Goals	Audience	Messages	Strategies
Time Frame	Resources	Implementation	Evaluation

GRASSROOTS MARKETING STRATEGIES

Grassroots strategies are considered low-cost effective communications methods to market programs on the local level. Following are grassroots examples categorized under the five major marketing strategies.

ADVERTISING

BUS CARDS

Bus companies allot limited space to public service advertising. Check with your local company to find out whether it will accept interior or exterior display cards. The company provides the space at no charge, but you will have to pay for installation, and supply the printed cards.

DIRECT MAIL

Direct mail can be used to reach a specific audience or to blanket an area with an announcement about your school, program or services. When promoting an event targeted to a specific group, contact a business or organization which also caters to that group or the city and county government office to request their mailing list. A third-class bulk mail permit can be acquired at the post office to minimize the mailing cost.

ELECTRONIC MESSAGES

In your community there are business establishments with electronic signs that may have space for add-ons. Talk with managers about carrying your message during special events, etc. Don't forget theatre and hotel marquees, car dealers, shopping malls and time and temperature signs outside banks.

BILL STUFFERS

Banks, utility companies, credit card companies and department stores bill customers in your community by mail each month. Some of these companies are willing to insert public service messages in the envelopes. Contact the community affairs office of the company to discuss what you want to do and why.

PUBLICITY

NEWS RELEASES

Generally you will be preparing two types of news releases. The purpose of one is to promote a coming event, while the other is used to report an event. Don't release publicity more than two weeks before an event. One week before is often ideal. Weekly newspapers will need to receive information earlier than dailies.

FEATURE STORIES

A feature story describes unique elements about people and events. It is longer, more detailed, and has less of an urgent time requirement than a news story. The feature story is normally prepared exclusively for one newspaper. Therefore, your feature story idea should be submitted to only one newspaper at a time. If that one turns you down, try another.

PUBLIC SERVICE ANNOUNCEMENTS

Public service announcements (PSAs) can be used to promote special events or ongoing activities at your school. PSAs are free and scheduled at the radio or TV station's discretion. Get to know the individual at the station who is responsible for placement of PSAs in the daily programming. Find out the length of announcement the station prefers to use.

TALK SHOWS

If you would like to promote the programs and special activities at your school, talk shows are very effective in reaching the public. Some of the key tips to prepare for a talk show are: know your local stations, know your message, choose your spokesperson, contact the producer or host and provide the host with background material.

PROMOTIONS

PROCLAMATIONS

Proclamations help focus public attention on your program area. There is a process for getting a local proclamation approved. It is recommended that you form a team of persons who will work with you. Begin by writing a proclamation that highlights the contributions of your program area to your state or community. Build support by involving officials prior to the request and schedule the date for signing the proclamation.

SKILLS FAIRS

Skills Fairs allow you to show your school or program's success by having students demonstrate their skills in a local shopping mall. Contact the mall's promotional manager several months in advance to discuss the cost. Publicize the event via radio and TV PSAs, news releases to newspapers, and advertisements in mall stores. You may want to provide them with posters to use in publicizing the fair.

SOCIAL EVENTS

Social events such as dinners, luncheons, receptions, ceremonies and others can promote community good will and strengthen support for your school or program area. The first step in planning is choosing a reason for the event. You may organize a banquet honoring businesses and students involved in your program area. Or you may host a legislative breakfast for your state or national legislative representatives.

PUBLIC RELATIONS

OPEN HOUSE

Open House is probably the best way a school can get in touch with its community. Remember that when people arrive they are going to expect to be entertained. Get all your teachers and students involved in sprucing up their classrooms and shops, setting up special displays of student's handiwork and creating eye-catching bulletin boards. Have students conducting tours, demonstrating, and speaking.

COUNTY FAIRS

County fairs provide booths to help increase public awareness of various organizations. Contact your local Chamber of Commerce.

STATE CAPITOL

The State Capitol is a good place for booths aimed at influencing legislators and government staffers. Call the Capitol Public Information Office, and coordinate your project with the state education department.

DIRECT CONTACT

SPEAKER'S BUREAU

A good way to increase the number of speaking engagements by your staff is to organize a speaker's bureau. The first step is to identify staff members who are interested and willing to make speeches about your program area. Speakers should use materials such as slide presentations, overhead transparencies and other audiovisuals to illustrate their talks. Publicize the list of speakers or make contact with business and professional organizations, civic groups, PTAs, student organizations, etc.

MEETINGS

Meetings are a good way to reach a selected audience, such as business and industry leaders, presidents of clubs and organizations, government leaders, parents of students or other groups. These gatherings can take several forms, such as a panel discussion with audience feedback, small discussion groups which report to a general session, and round table discussions. Meetings should be well-planned and designed to make participants feel their time is well spent.

CONFERENCES AND WORKSHOPS

To foster two-way verbal communication between the school and the public, you may want to sponsor conferences and workshops to address education issues. Through face-to-face encounters, representatives of the school and the community can discuss current needs in your subject area or other topics.

SCHOOL DISTRICT GRASSROOTS

To assist in the effort to establish a network to share marketing and PR strategies, school district staff in Broward, Dade, Martin and Orange counties submitted a few grassroots strategies they have implemented to market their local programs. The focus is to provide district staff low-cost marketing techniques that work.

Broward County School District
Office of Adult and Community Education
Dale Miller, Contact
(305) 760-7420

Public Service Announcements

The use of locally and state generated radio Public Service Announcements to promote special events, recruitment of students and volunteers has been successful.

The one or two line messages are faxed to all local radio stations with an eye-catching cover sheet. The cover sheet provides brief background information and a few statistics about Adult Education in Broward County. The information is presented in bullet form and is followed by a request asking for their support by broadcasting the announcement. A phone call usually follows. **There is no cost.**

Publicity

A supermarket chain has agreed to assist in the distribution of our county wide course directory (The Adult Educator). We drop off the brochures at their district warehouse and within days, approximately 50 stores are distributing our information to their customers.

The strategy can also be used with any chain stores, banks, industrial park, etc. The distribution is most efficient if you can deliver to one central location and have inter-office delivery system route to individual locations. **There is no cost.**

Public Service Announcement

Broward County is the headquarters for the Goodyear Blimp. They have assisted with spreading Public Service Messages in the air - at no charge. The method was used for campaigns during Community Education Month - "Turn on Your Lights" and during Family Literacy Month - "Take Time to Read to Your Child". **There is no cost.**

Community Events

Because word of mouth is the best promotional vehicle, Adult and Community Education takes advantage of local fairs, festivals, chamber of commerce meetings, home owner association meetings, etc. Well informed staff members deliver a message relevant to the audience. If a fee is involved (as in a fair or festival) the office tries to defray costs by dividing the cost with another department.

Speaker's Bureau

Adult and Community Education has also developed a speaker's bureau from amongst the advisory committee members. A packet of information including speeches was developed for their use. They are encouraged to speak at commerce, trade and other meetings in order to promote Adult Education programs - including workforce education. **The cost is none to minimal.**

Bill Stuffers

Local utility companies have expressed a willingness to print Public Service Announcements in monthly bills at no charge. The project is currently in progress.

Special Events

Through the support of Alamo Rent A Car, a business partner, Adult and Community Education is able to host various events which have surfaced as great hidden promotional vehicles. For example, the International Festival, originally designed as a recognition ceremony for ESOL students, has turned into a grand "event". The exposure provides a hands on perspective of the positive effects Adult Education can have on community members.

Dade County School District
Vocational, Adult and Community Education
Jerry Morgan, Contact
(305) 995-2326

Award-winning Marketing Campaigns

□ ESOL marketing campaign to the adult Hispanic community

Purpose:

To increase awareness of and enrollment in established ESOL courses at all adult education centers (27) in Dade County public school system.

Planning:

The Hispanic community, with its many media targeting Spanish speakers, allowed for statistical based media buys with print and broadcast media targeting the 18 and older Spanish speaking community. Classes are free and offered in a multitude of locations throughout the county. These were the unique selling propositions featured in advertisement. Callers responding to any advertisement were immediately referred to the school location nearest them and asked where they had heard about the ESOL classes. All phone assistants were fluent in Spanish and English.

Marketing Strategies:

Print ads were placed in widely read Spanish tabloids, and fliers were distributed in Hispanic churches. Commercials were placed with seven of the top Hispanic radio stations and limited spots were purchased on local Spanish language television programs. Individual schools with declining ESOL enrollment were given additional marketing assistance with targeted direct mail strategies.

Evaluation:

The 1554 phone calls logged by the phone staff attest that both major campaign objectives, creating awareness and increasing enrollment, were achieved. Increased enrollment was achieved with approximately 1000 new units of FTE ((Full Time Equivalent- statistic to determine state funding to county school districts). This allowed ESOL classes to be broadly offered to area residents.

□ Marketing Campaign for Career Preparatory Courses

Purpose:

To create awareness of and ultimately increase enrollment in career preparatory courses offered by Dade County Public Schools' Office of Vocational Education.

Planning:

An informational hotline was developed with an easy to remember telephone number. A phone staff was trained to handle calls generated by the campaign with English, Spanish, and Haitian-Creole language services available. Advertising tracking sheets were developed as well as response letter thanking people for calling and informing them of class availability and scheduling.

Marketing Strategies:

The motivating "Go For The 'O'" (with 'O' standing for Opportunity) message was developed to inform the target audience about the many educational opportunities available for career preparation or change. The slogan appeared with "Career Opportunities" and the information hotline number, 324-0000, to call for more information. The brevity and punch of the slogans allowed for bold graphics and easy translation into Spanish.

Bumper stickers and buttons were distributed to school district employees. Aerial "Go For The 'O'" signs were flown over crowded beaches and stadiums. Billboards were strategically placed in high traffic areas and ethnic neighborhoods. An upbeat radio commercial was placed with frequency on target audience radio stations. Print ads were placed in leading general, Black and Hispanic newspapers and a TV commercial was placed on daytime English and Spanish TV.

Evaluation:

Approximately 2500 phone calls logged by the phone staff attest that the campaign created awareness. Increased enrollment was achieved with 160.79 new units of FTE. The effort allowed a great variety of courses to be offered to residents.

□ William H. Turner Arts High School - Public Relations/Marketing Program

Purpose:

To increase awareness of and establish enrollment at a new high school offering an alternative curriculum. The school opened August 31, 1993.

Planning:

Students needed to be convinced that receiving a high school diploma and certified career training simultaneously would outweigh leaving a home school. The community needed to be convinced that its support of this "first of its kind school in Dade County" is indeed what is needed to achieve an educated workforce.

Marketing Strategies:

A series of publications were designed to reach the three target audiences: students, school staff and the community. Fact sheets were developed to inform school site counselors of the new school and the unique education opportunities available to students. A direct mail postcard (in English, Spanish, Creole) was sent to all 8th and 9th graders in the target area. The mailer explained the "2 for 1" education deal at the school. Posters were developed for distribution at each of the target schools and presentation folders were developed to help the area chamber and school advisory committee promote the new facility to business and industry.

Evaluation:

By July 1993, 956 students had enrolled at Turner Tech, 350 students above the enrollment goal. With initial publications out, recruitment efforts were directed to students by staff making presentations at the 15 high schools and 27 middle schools in the target area. Counselors continued to receive updated fact sheets about the school to pass on to their respective student bodies.

Orange County School District
Adult and Community Education
Wymore Adult and Community Education Center
Tim Holmes, Contact
(407) 644-7518, EXT. 250

Ongoing Grassroots Marketing Strategies

- Distribute colorful program brochures to small (Mom and Pop) and large businesses within the community.
- Request local radio stations to air Public Service Announcements about program offerings.
- Set-up booths at special social events for the purpose of distributing information and printed materials about programs.
- Host Open House and invite the general public and community leaders.
- Invite individual community leaders to visit the facility.
- Appear as a guest on a local radio and television program to discuss programs.
- Request the local newspaper to print information regarding programs in their "Calendar of Events" section.
- Work with local churches for the purpose of distributing brochures on a regular basis.
- Use a marquee to display time and dates of program offerings.
- Request permission from elementary school principals to have students take home program brochures with other important information.

Martin County School District
Vocational, Adult and Community Education
School District Office
Debra Banta, Contact
(407) 287-6400, EXT. 489

Ongoing Grassroots Marketing Strategies

Flyers and brochures advertising postsecondary apprenticeship programs:

These are disseminated through local employers, industry suppliers, and professional trade organizations.

A 12-page Schedule of Classes:

The booklet includes a description of each adult education program or class currently offered by the district. Produced in a tabloid format, the schedule is published prior to fall, winter and spring registration periods, and is direct-mailed to each postal address in Martin County.

Flyers and information booklets prepared for local referral agencies:

An in-depth informational booklet and corresponding brochure have been developed for the Martin County Vocational Assessment Center; these pieces will be disseminated to counselors at the area PIC Job Training Centers, Vocational Rehab, HRS, Job Service of Florida and private agencies involved with work compensation/employment transition services.

Promotional Videos:

The videos include "Dream To Be the Best You Can Be "(an overview of secondary vocational programs), The Academy of Agritechnology, Tech Prep, and the Indiantown Initiative which were produced and presented to students, parents, the local business community and fellow educators.

A cooperative effort with the district's Exceptional Student Education Department:

This effort resulted in three promotional products: a permanent record folder advertising non-traditional career preparation, a brochure encouraging long term career planning, and a brochure advertising vocational programs for students with special needs. The permanent record folder and the special needs brochure are presented to students and parents at IEP staffings; the career planning brochure targets eighth grade students when they receive the results of their eighth grade interest survey.

Student Recognition Night:

This is an annual event to honor vocational Gold Seal recipients, vocational students who have competed at the state and/or national level of competition in a vocational student organization, and vocational scholarship winners. The reception is sponsored by the Martin County Vocational Association. Personal invitations are sent to students and their parents, school and district administrators, school board members, and local business people who have been supportive of the competitions. For the past three years, State Representative Ken Pruitt has addressed the gathering.

"Cheerleading" for Business Partnerships:

Pursuing a high level of notoriety for business partners involved in vocational education is advantageous to everyone. Business partner Charles Ankrom Inc., Golf Course Planners and Architects, was nominated and received the FCOVE Award for Outstanding Business Partnership for the company's role in the construction of a 3-hole, 9-hole play golf course and driving range for the Turfgrass Operations program at South Fork High School. News of this innovative program and the support it received from the Professional Golfers' Association of America was submitted to Golf Digest magazine, and subsequently published.

Florida Power & Light gave abundantly of volunteer hours as well as dollars in Martin County's "Indiantown Initiative." In recognition for their commitment and generosity, the Martin County School District nominated FPL for the Thomas P. Harwood Award, a prestigious national award within the power utilities industry, and the Commissioner's Award for outstanding business/education partnerships in the State of Florida. A video and corresponding brochure about FPL and the "Indiantown Initiative" were produced by the district and presented by the Superintendent at a regional education summit sponsored by the local Private Industry Council. Press releases regarding each of these and other VACE activities are routinely disseminated.

APPENDIX

**PUBLIC RELATIONS PLAN
VOCATIONAL, ADULT AND COMMUNITY EDUCATION
ORANGE COUNTY PUBLIC SCHOOLS
1993-1994**

GOAL: Expand awareness of and encourage participation in vocational, adult and community education.

ASSESSMENT:

STRENGTHS: Ingenuity in financing, low cost, comprehensive services offered, convenient locations and times, scheduling, flexibility, qualifications of instructors, quality completers, public relations committee.

WEAKNESSES: Limited financing, low cost, communication, attrition, complacency, lack of internal participation, lack of awareness of programs, no tuition break for those over 55, image of being where drop-outs go, lack of industry participation, cut back in distribution of Educator.

MAJOR GROUPS WE WANT TO RECEIVE OUR MESSAGE: Those who need career training, development, counseling, retraining and opportunities for personal enrichment literacy skills. Business and industry members who need trained, literate employees. Public and private social agency representatives and policy makers, own staff members.

MESSAGE: Vocational, Adult and Community Education – It Works!

STRATEGIES: Public relations committee meetings, "About VACE," "Educator," Central Florida Fair, All Business Expo, Senior Fair, school-based PR committees, appropriate inservice opportunities, school developed public relations plan opportunities; promotion of community education, and vocational education weeks, appropriate School Board recognition, committee staff development, revisions of pamphlets, Employee of the Month.

CALENDAR:

October 6	Educator in newspaper	January 3	Teacher Workday
October 14	End 1st Marking Period	January 4	Begin 3rd Marking Period
October 15	Professional Day	January 17	Martin Luther King Day
October 18	Teacher Workday	February 13-19	Vocational Education Week
October 19	Begin 2nd Marking Period	February 18	Staff Development Day
November 15-19	American Education Week	February 21	Presidents Day
November 16	National Community Education Day	February 23	Educator in newspaper
November 17	Teach-In '93	March 3-13	Central Florida Fair
November 25-26	Thanksgiving Holiday	March 11	End 3rd Marking Period
December 1-4	National Community Education Conference, Nashville	March 14	Teacher Workday
December 3-7	American Vocational Association Conference, Nashville	March 15	Begin 4th Marking Period
December 15	Educator in newspaper	April 4-8	Spring Holidays
December 21	End 2nd Marking Period	May 4	Downtown Seniors Day
December 22-31	Winter Holidays	May 25	Senior Fair
		May 25	End 4th Marking Period
		May 26-27	Teacher Post-Planning

EVALUATION: Continuous and ongoing.

**EVALUATION OF PUBLIC RELATIONS STRATEGIES
VOCATIONAL, ADULT AND COMMUNITY EDUCATION
ORANGE COUNTY PUBLIC SCHOOLS**

1. Public Relations Committee meeting held

August
September
October
November
January
February
March
April
May
June
July

Yes	No
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	

2. "About VACE" published

August
January
June

Yes	No
✓	
✓	

3. "Educator" published

August
November
January
April
June

Yes	No
✓	
✓	
✓	
✓	
✓	

4. Participation in American Education Week, including
Mall Show

Yes	No
✓	

5. Exhibit in Central Florida Fair

Yes	No
✓	

6. Contacts made with print and broadcast media (indicate number of contacts)

August
September
October
November
December
January
February
March
April
May
June
July

7. Participation in All Business Expo

Yes	No
✓	

8. Participation in Senior Fair

Yes	No
✓	

9. School-based PR committees

Yes	No
	✓

10. Interaction with professional public relations personnel

Yes	No
✓	

11. Ads in high school newspapers

Yes	No
	✓

12. Speakers' bureau organized

Yes	No
	✓

13. Public relations inservice opportunity

Yes	No
✓	

14. School-developed public relations plans

Yes	No
	✓

15. Promoted Community Education Week (November)

Yes	No
✓	

16. Promoted Vocational Education Week (February)

Yes	No
✓	

17. Appropriate School Board recognition (Indicate number)

18. Committee staff development

Yes	No
☒	☐

19. Recognition of school-based efforts in public relations

Yes	No
☐	☒

20. Direct mail pieces business and industry training

Yes	No
☐	☒

21. Revision of pamphlets with new address and update

Yes	No
☒	☐

22. Enumerate other strategies

PUBLIC RELATIONS COMMITTEE
VOCATIONAL ADULT AND COMMUNITY EDUCATION
ORANGE COUNTY PUBLIC SCHOOLS
ORLANDO, FLORIDA
1993-94

Alice Andrews	Instructor, Business Education Winter Park Adult Vocational Center 647-6366, ext. 246, voice mail 246
Louise Billingslea	Occupational Placement Specialist Orlando Vocational-Technical Center 425-2756, ext. 4820
Gene Gossett	Occupational Placement Specialist Westside Vocational-Technical Center 656-2851, ext. 227
Gary Hendricks	Administrator Dr. Phillips Adult and Community Education Center 352-4040, ext. 233
Linda Kress	Instructor, Medical Lab Assisting Orlando Vocational Technical Center 425-2756, ext. 4851
Jesse Lane	Administrator Evans Adult and Community Education Center 293-4900, ext. 5
Thomas Lee	Adult Education Coordinator GED/Secondary Education Educational Leadership Center 849-3200, ext. 4163
Marty Murray	Instructional Support Teacher Postsecondary Vocational, Adult and Community Education Educational Leadership Center 849-3200, ext. 2805
Cathy Olson	Tech Prep Coordinator Educational Leadership Center 849-3200, ext. 2774
Ted Rosko	Instructional Support Teacher Postsecondary Vocational Educational Leadership Center 849-3200, ext. 2837
John Tyrrell	Occupational Placement Specialist Winter Park Adult Vocational Center 647-6366, ext. 216
Lynne Voltaggio	Department Chair/Student Services Mid-Florida Technical Institute 855-5880, ext. 237
Dr. Paul Wilson	Disadvantaged Population Coordinator Educational Leadership Center 849-3200, ext. 2815

MARKETING PROGRAMS AND SERVICES

- ◉ **MARKETING VERSES SELLING**
- ◉ **MARKETING DEFINITION**
- ◉ **INTERNAL/EXTERNAL MARKETING**
- ◉ **PROMOTIONS MIX**

	SELLING	MARKETING
FOCUS	PROGRAMS/ SERVICES	CONSUMER WANTS
ORGANIZATION	INWARD LOOKING, EMPIRE BUILDING	INTERGRATED, OUTWARD LOOKING
MEANS	HARD SELLING	COORDINATED SET OF MARKETING ACTIVITIES
ENDS	NUMBERS THROUGH THE DOOR	CUSTOMER SATISFACTION/ NEEDS MET

MARKETING . . .

**• OFFERING SOMETHING OF
VALUE TO SOMEONE IN
EXCHANGE FOR SOMETHING
ELSE OF VALUE**

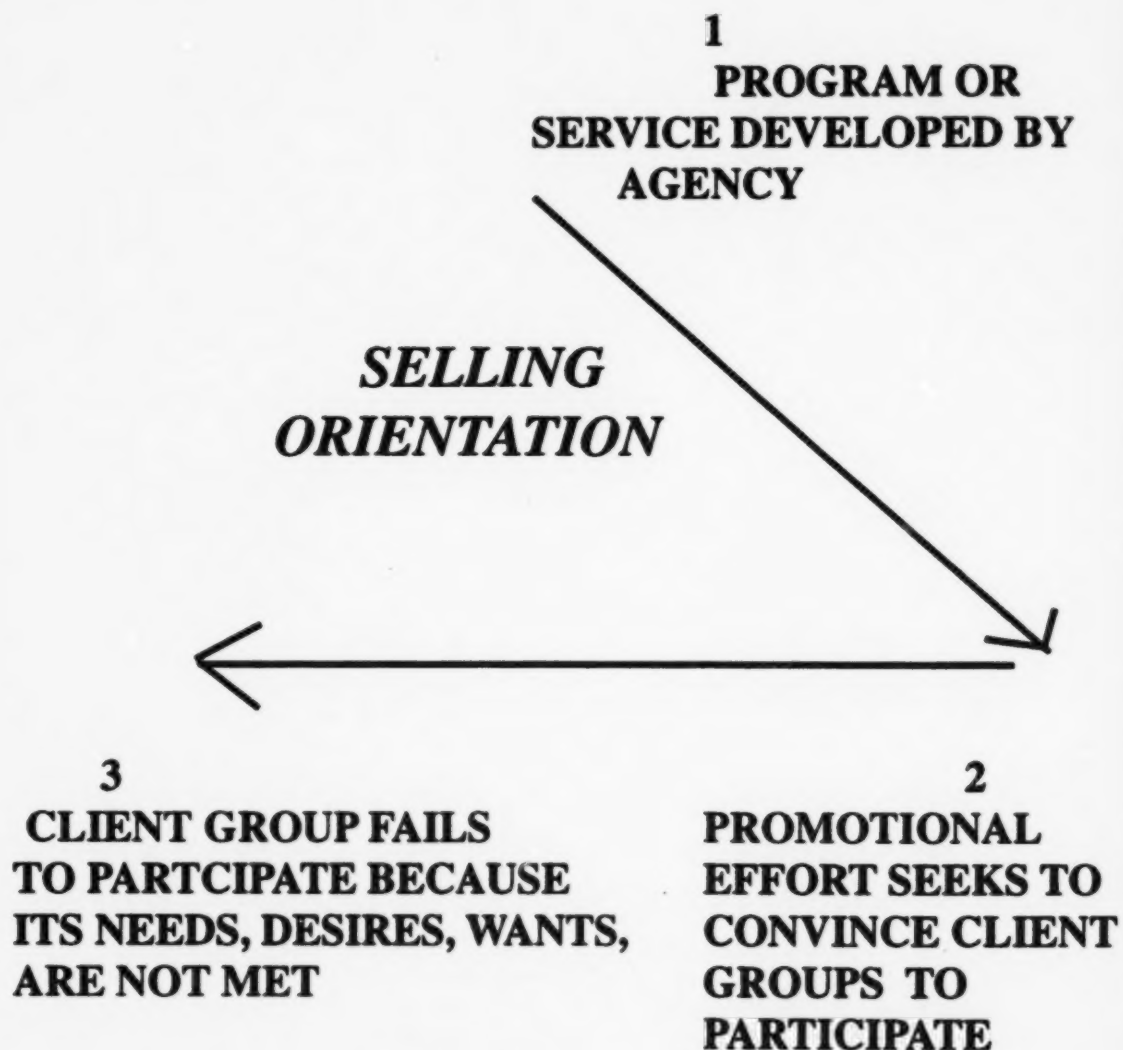
**• SET OF ACTIVITIES AIMED
AT FACILITATING AND
EXPEDIATING CHANGE**

WHO ARE YOUR PUBLICS?

WHAT HAVE YOU GOT THAT THEY MAY WANT?

WHAT HAVE THEY GOT THAT YOU WANT?

**HOW CAN YOU FACILITATE THE EXCHANGE OR
CREATE CHANGE?**





BE A GUERILLA . . . USE THE "E"NT'S"

- **CONSISTENT**
- **CONFIDENT**
- **PATIENT**
- **PROVIDE ASSORTMENT**
- **SUBSEQUENT**
- **CONVENIENT**
- **EXCITEMENT**

**BE AWARE OF *INTERNAL* AND
EXTERNAL MARKETING**

NO OR LOW COST WEAPONS FOR MARKETING GUERILLAS

- | | |
|------------------|-------------------------|
| 1. NAME | 21. BOOKS/ARTICLES |
| 2. NICHE | 22. COURSES/LECTURES |
| 3. COLOR | 23. GIFT CERTIFICATES |
| 4. THEME | 24. TESTIMONIALS |
| 5. IDENTITY | 25. HOURS OF OPERATION |
| 6. ATTIRE | 26. CREDIBILITY |
| 7. PHONE | 27. WORD-OF-MOUTH |
| DEMEANOR | 28. COLUMN IN |
| 8. NEATNESS | PUBLICATION |
| 9. SMILES | 29. SPECIAL EVENTS |
| 10. SPEED | 30. WORKSHOPS |
| 11. SERVICE | 31. DEMONSTRATIONS |
| 12. FOLLOW-UP | 32. SALES PRESENTATIONS |
| 13. CONTACT TIME | 33. CONSULTATIONS |
| 14. HELLO/ | 34. REPUTATION |
| GOOD-BYE | 35. LOGO |
| 15. BRAND-NAME | 36. BUSINESS CARDS |
| AWARENESS | 37. STATIONERY |
| 16. ENTHUSIASM | 38. INVOICE |
| 17. COMPETITIVE- | 39. INSIDE SIGNS |
| NESS | 40. AUDIOVISUALS |
| 18. COMMUNITY | 41. TEAM SPONSORSHIPS |
| INVOLVEMENT | 42. BROCHURES |
| 19. WINDOW | 43. CONTESTS/ |
| DISPLAYS | SWEEPSTAKES |
| 20. MEMBERSHIPS | 44. MUSIC THEME |

NO OR LOW COST WEAPONS FOR MARKETING GUERILLAS

45. PHONE-HOLD	65.-----
MARKETING	66.-----
46. BOOTHS FOR MALLS/ STREETS	67.-----
47. FLEA MARKETS	68.-----
48. CLASSIFIEDS	69.-----
49. MAGAZINE SPREAD	70.-----
50. YELLOW PAGES ADS	71.-----
51. COUPONS	72.-----
52. DIRECT-MAIL	73.-----
POSTCARDS	74.-----
53. BALLOONS, BLIMPS, SEARCHLIGHTS	75.-----
54. INSERTS	76.-----
55. POSTERS	77.-----
56. TAKE-ONE BOXES	78.-----
57. SUGGESTION BOXES	79.-----
58. RADIO/TV	80.-----
COMMERCIALS	81.-----
59. SATISFIED	82.-----
CUSTOMERS	83.-----
60.-----	84.-----
61.-----	85.-----
62.-----	86.-----
63.-----	87.-----
64.-----	88.-----
	89.-----
	5290.-----

AFTER...

- . *MARKETING INTELLIGENCE***
- . *TARGETING YOUR CUSTOMERS***
- . *FORMULATING YOUR PRODUCT/
SERVICE OBJECTIVES***

THEN MARKET via

publicity

advertising

promotions

public relations

direct contact

promotion

mix

publicity

Messages about the agency, its people, and its programs communicated to the public by editorial news stories or features.

i.e.,

NEWS RELEASES

FEATURE ARTICLES

PRESS CONFERENCES

FILMS

***You do not pay for the material that is sent;
therefore, you do not have control over how
the material is presented.***

advertisement

Any form of nonpersonal presentation about your agency which is paid and developed by a sponsor (you) and communicated through media as a public service.

i.e.,

BROCHURES

ANNUAL REPORTS

AGENCY NEWSPAPERS

POSTERS

ADS ON TV & RADIO

NEWSPAPER

DIRECT MAILING

promotions

Deal with nonrecurring and nonroutine matters conducted for limited time. Use to get a client to try a program. Serve as an incentive. Educate, inform or stimulate.

i.e.,

AWARDS

TROPHIES

BADGES

CERTIFICATES

T-SHIRTS

FREE ADMISSION

public relations

Image projected and perceived by others regarding your service, products, etc.; the overall view.

i.e.,

COMMUNITY INVOLVEMENT

NETWORKS

"GOOD DEEDS"

QUALITY RATIO

direct contact

Individual personal contact or communication that facilitates two-way communication. Has a feedback loop.

i.e.,

PROVIDING SERVICE OR INFORMATION

ENTHUSIASM

ATTITUDE

DEMEANOR

CREDIBILITY

EMPATHY

ATTRACTIVENESS

BUSINESS PARTNERSHIPS:

A RESOURCE GUIDE

A Publication of the
FLORIDA DEPARTMENT OF EDUCATION
Office of Business & Citizen Partnerships

For More Information Contact:

Barney Myers
Office of Business & Citizen Partnerships
(904) 488-8385 SunCom: 278-8385

Introduction

Business-education partnerships are providing exciting opportunities for schools and businesses throughout Florida to work together to enhance and improve the quality of education and to meet the needs of students, educators, and the community.

Partnerships aren't new, but they are increasing in number and scope. Numerous program models have been identified that can be modified to help you match your community's resources to meet specific needs.

The information included in this section is a compilation of partnership activities from districts throughout Florida that reflects the diversity of partnership programs. One of the greatest advantages of the partnership movement is that local school districts develop the guidelines, and the partners develop activities that combine resources to achieve mutually beneficial objectives.

Schools need the support of the community to provide quality education. Businesses and the community need a strong public education system to assure economic stability and to maintain a high quality of life for citizens of all ages.

Exciting things are happening in schools today. Partnerships are helping meet the new challenges. Partners are helping educators and students prepare for these challenges of tomorrow because . . .

Quality Education is EVERYONE'S Business.

Partnership Process

Much has been written about how to create an educational partnership program. Just as these guidelines were written to save you from reinventing the wheel, we offer what we have found to be an effective process. The National School Volunteer Program has developed a handbook: Creating and Managing a Corporate School Partnership Program. It has been thoroughly tested nationally with much success. In capsule form, the process has been divided into the following steps:

Awareness	Recruitment
Needs Assessment	Orientation
Formulation of Goals	Training
Defining Objectives	Assignment
Identifying Potential Resources	Recognition
Program Design	Evaluation

Once you have determined that you want to embark on a partnership plan, this process can be utilized. The process can be used to develop the district-wide program guidelines and also as each partner develops his/her unique partnership plan.

The most crucial element of success for partnerships is support from the top. State Education Commissioner Betty Castor has made strengthening relationships with the business community, a priority for the Department of Education. At the district level, the Superintendent and School Board will establish the broad program goals and policies. The Partnership Advisory Committee should be established to include representatives from business, district school offices, individual schools, and teachers. At the school level, the principal will establish specific school priorities and guidelines for partnership activities. Each partner will need support from the top; someone must sanction the allocation of resources, whether that resource is manpower, materials, or money.

Once these decisions are made and partners are matched, the individual partners work together within established guidelines to plan activities that combine resources to meet their needs. One person should be identified to serve as liaison for each partner. Roles and responsibilities should be defined, and written agreements help ensure that partnership activities conform to both school and business policies.

Start small and build on your successes. Be sure to recognize and thank your partners for their contributions to enhance and improve education. Remember, too, that evaluation needs to be an ongoing process. Working collaboratively as partners, we are learning more about each other. The community becomes more aware of the strengths, needs and constraints of the education system, and educators become more aware of the needs, and concerns of the community. When we combine our resources to meet our identified needs, we all win — especially the students! That is the measure of our success.

Benefits of Partnerships

Everyone benefits from effective partnership activities. Some of the general benefits for businesses, community, school, faculty, and students appear below.

Business Benefits

- Intrinsic rewards for employees by sharing their time and talents
- Enhanced community image
- Contribution to human resource development
- Improved return on education tax dollars
- Reduction of on-the-job training time
- Better prepared employees
- Tax deduction for charitable contributions
- Recognition and support for their efforts

Community Benefits

- Recognition of education as a joint responsibility
- Role clarification for citizens in upgrading the quality of schools
- Parent involvement

School and Teacher Benefits

- New curriculum/teaching resources and ideas
- Initiation of special programs
- Economic Education assistance
- Improved channels to communicate education's goals and issues
- Increased awareness of business goals and issues
- Special student population assistance
- Professional development for teachers and staff
- Improved administrative and management practices
- Recognition and support for efforts

Student Benefits

- Career exploration
- Role models in business environments
- New challenges and experiences
- Increased awareness of the "World of Work" and "General Living" knowledge requirements
- Curriculum enrichment
- Consumer information
- Job opportunities
- Recognition
- Motivation
- Morale building
- Increased self-esteem

Partnership Activities

The following suggestions are "no cost" or "low cost" activities that have provided meaningful experiences for business or organizations engaged in school partnerships.

What PARTNERS can do for SCHOOLS

Provide release time for employees to tutor students

Recognize students who have shown improvement in academic achievement, attendance, or behavior

Recognize students who enroll in honors or advanced placement classes

Provide incentives to identified potential dropouts to encourage their graduation from school

Adopt an Academic Scholar Program

Sponsor an art contest

Provide shadowing opportunities for students, teachers, and administrators

Provide seminars for students, faculty, or parents

Provide curriculum support materials

Serve as judges for various competitive events

Donate used equipment or materials to schools

Sponsor educational field trips

Donate tickets to cultural or other appropriate events

Participate in school and community affairs, i.e., parades, ceremonies

Provide incentive awards

Provide display space for student work or notices of school events

Provide an award for the Teacher of the Year or any outstanding teacher

Provide opportunities for students to serve as a "Boss for a Day"

Co-sponsor joint beautification projects

Partnership Activities (cont.)

- Serve as guest speakers and participate in career days
- Offer seminars on employability skills
- Provide part-time, summer, or post-graduation employment
- Provide space in business publications to highlight partnership activities
- Host meetings for the school
- Provide tours of your facility
- Purchase an ad in the school's publication(s)
- Support substance abuse education program
- Sponsor reading incentive programs
- Provide support for Math, Science, Computer Education, and Technology

What SCHOOLS can do for their PARTNERS

- Put your PARTNER on your mailing list . . . communicate
- Provide visibility by submitting partnership information to be used in press releases, human interest articles, and school publicity
- Always remember to thank your partner . . . notes from students are particularly effective
- Provide space in the school to highlight partnership activities
- Obtain birthdays of employees and have children send birthday cards
- Send baked goods to partner's place of business for special occasions
- Invite your partner to shadow a teacher or administrator
- Initiate a student PARTNERS club or have the Student Council assist with planning partnership activities
- Sponsor a "Battle of Partners" contest . . . softball game, races, etc.
- Provide art work for display
- Honor your partner with an adoption ceremony or a reaffirmation program

Partnership Activities (cont.)

Establish ONE liaison at the school to channel all ideas and coordinate activities

Initiate a logo contest to design a logo for partnership activities

Invite your partner to serve on advisory committees, task forces, etc.

Provide referral of prospective employees to the business

Share monthly activity calendars with you partner

Provide decorations for partner functions, meetings, i.e., centerpieces, signs, etc.

Provide your partner with an inside look at the school and explain curriculum

If applicable, have students submit designs that will be chosen by the partner for holiday cards or publications

Invite your partner to school career day as participants

If your school has a monthly newsletter or calendar for parents, provide space for a partnership column

Invite your partner to breakfast or coffee with the principal or a teacher and a tour of a few classes

Give an update on partnership activities at PTA/PTSA meetings

Invite your partner to participate in community projects with your schools, i.e., baskets at Thanksgiving

Establish a referral system with your partner for part-time employment

Share school and student successes with partners, particularly where the partner has been involved

Specific Partnership Suggestions

Experienced partnership program managers throughout the state have provided the suggestions listed on the following pages, for specific kinds of partners. These repeat many of the other suggestions but offer a more narrow focus on opportunities unique to particular areas of business.

GENERAL BUSINESS INTERESTS

- Donate used equipment
- Sponsor field trips/tours
- Provide informational literature
- Sponsor beautification projects – donate plants
- Provide display space
- Provide seminars or sponsor training for parent or staff groups
- Serve as chaperones
- Provide opportunities for students to serve as a "Boss for a Day"
- Allow students to design holiday cards, covers for annual reports or other publications
- Provide demonstrations of various artistic and technical skills

ARTS/ENTERTAINMENT

- Sponsor tickets for special events
- Provide speakers
- Provide artistic demonstrations
- Provide tours
- Sponsor contests (essay, art, poetry)
- Provide approved curriculum materials
- Serve as judges for various events
- Provide seminars for students or teachers

CHAMBERS OF COMMERCE

- Participate in a speakers bureau on the American free enterprise system
- Participate in career days
- Provide curriculum for consumer education
- Assist students with getting exposure and training in local businesses and subsequent employment
- Sponsor a Junior Chamber of Commerce in schools
- Invite school system personnel to serve on chamber's education committee
- Provide workshops for teachers to update their skills
- Sponsor student interns in leadership development
- Assist schools in obtaining additional partners from the business community

Specific Partnership Suggestions (cont.)

CIVIC ORGANIZATIONS

- Assist schools with obtaining special resources, speakers or programs, i.e., mayors, city officials
- Provide incentive awards or scholarships
- Provide guest speakers
- Serve on school advisory committee
- Sponsor service clubs or other after-school activities
- Support latch key alternative programs

CORRECTIONAL INSTITUTIONS

- Plants from the horticultural department are loaned to schools for special events such as assembly programs, PTA/PTO meetings, drama presentations, proms, etc.
- Inmates construct playground and physical education equipment, benches for school grounds, easels and other teaching aids
- Inmates provide volunteer labor for school improvement beautification projects or clean up projects
- Inmates talk with students about their experiences and the importance of job training and a good education
- Inmates and employees give classroom presentations about the consequences of breaking society's rules, drug dependency, incarceration, etc.

FINANCIAL INSTITUTIONS

- Work through Personal Economic Program (PEP) to encourage economic education
- Provide guest speakers
- Work with teachers to develop up-to-date curriculum for banking topics
- Provide tours
- Provide display space
- Support consumer education programs
- Provide curriculum materials on banking
- Provide publicity throughout community on school projects and activities
- Tutor in math and business related courses

Specific Partnership Suggestions (cont.)

FOOD MANAGEMENT AND RESTAURANTS

- Sponsor incentives for citizenship, attendance, or scholarship
- Allow students to paint store windows or decorate for the holidays
- Display the student of the month
- Provide speaker for Career Days
- Sponsor tours of the business
- Allow after-school clubs to periodically meet at the facility
- Provide special demonstrations
- Recognize outstanding teachers, administrators, and support personnel
- Provide matching incentives for school fund raising activities
- Provide motivational awards for student accomplishments
- Assist with school awards dinners for community volunteers

HOSPITALS AND HEALTH ORGANIZATIONS

- Sponsor seminars for faculty and students on topics like C.P.R., First Aid, baby sitting, and health issues
- Sponsor seminars for parents and PTA groups
- Provide display space
- Provide audio-visual materials
- Utilize school personnel and students for mock emergency drills
- Provide student pen pals for patients on lengthy hospitalizations
- Participate in career fairs
- Participate in health fairs at schools
- Encourage volunteering among students, staff, and parents
- Tutor in science and health-related courses

LAW ENFORCEMENT GOVERNMENTAL AGENCIES

- Sponsor student field trips
- Assist the school with its law related education program
- Serve as speakers
- Provide field trips to court, city hall, or jail
- Serve as judges for academic competition
- Allow journalism or debate students to interview employees or officials
- Sponsor an award for top government students, top achievers, or best debate students
- Participate in competitive events such as field days with staff or students
- Tutor dropout prone students

Specific Partnership Suggestions (cont.)

MALL/RETAILERS

- Provide an area for elementary students to demonstrate a variety of physical education activities
- Provide display space for student artwork
- Provide on-site musical performances
- Provide employment opportunities
- Provide field trips/tours
- Publicize announcements of activities on employees' bulletin board
- Sponsor a junior fashion show
- Provide contests for commercial art students
- Sponsor a graphic arts contest
- Provide judges
- Provide time for handicapped students to visit Santa Claus
- Cooperate with school attendance activities

REALTORS

- Make motivational presentations
- Tutor a child
- Co-sponsor a project with a school service club
- Provide emergency assistance for students
- Participate as a one-on-one youth motivator
- Conduct time management in-service program
- Sponsor a Saturday Scholars program
- Sponsor an after school club. Give it your own name
- Provide speakers on community issues

MEDIA/COMMUNICATIONS

- Participate in Newspapers in Education Program
- Provide speakers for career awareness programs
- Provide layout assistance for school publication
- Present workshops for students on how to sell advertisements for their publications
- Sponsor Spelling Bee, writing, public speaking, and debate competitions
- Help students produce a school news program to air on radio or television
- Develop a public relations campaign for education
- Assist schools in reducing printing costs



INFO·SHARE

A Public Information Program of
the Division of Applied Technology
and Adult Education

Promoting the Success and Impact of Applied Technology and Adult Education

FACT SHEET

DATAE IMPLEMENTS COMPUTER BULLETIN BOARD SYSTEM

TALLAHASSEE---The Department of Education's Division of Applied Technology and Adult Education (DATAE) has implemented a new computer bulletin board system called **FAUN** (Florida Application Update Network).

A bulletin board system (BBS) transmits information over telephone lines to personal computers. The public can dial into the BBS from any home, school or office computer equipped with a modem -- the device that connects computers to telephone lines.

FAUN provides the public user-friendly access to grants and products information, curriculum and program updates, news releases, reports, statewide meetings and conferences, legislative updates, state initiatives, request for proposals (RFPs) and other educational information.

Users can send files and retrieve and print files; communicate with other users through electronic mail (e-mail) or message exchange; and join conference groups to share and exchange information in various educational subject areas.

Minimum equipment is necessary for public users to access **FAUN** --- a **personal computer and modem** plus generic terminal software (connection details below). **FAUN** can be reached by dialing, via a modem, **(904) 488-3047** or **SUNCOM 278-3047** any time day or night.

After signing into the bulletin board system for the first time, users will be asked to register by filling out an electronic user information form. Once registered, users may then read documents on-line, or download the information to their personal computer for printing and distribution.

For more information, contact Michelle Tate or Bruce Dennison at (904) 488-0400, **SUNCOM 278-0400** or 1-800-342-9271.

###

Outside DOE Connection Information: The terminal program should be configured to standard ASCII or ANSI BBS protocol, 8 data bits, no parity, 1 stop bit (8-N-1).

HOW TO CONNECT

Dial-in-numbers:

(904) 488-3047 or Suncom 278-3047

Communications software settings are:

Baud Rate	Set to your modem speed
Parity	None
Character Length	8
Stop Bits	1
Duplex	Full
Terminal Emulation	ANSI or VT100

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FREQUENTLY ASKED Q & A

Q: How much does it cost?

A: Only a phone call

Q: Can I get access via FIRN
(Florida Information Resource Network)?

A: Direct Access is via FAUN's Dial-In-Numbers

Q: Do I need to be an Educator?

A: FAUN is open to the public

Q: Will I need a User-Id?

A: Your name and password is your ID

Q: Is there a Manual?

A: Help commands can be viewed on-line or downloaded.

ACKNOWLEDGMENTS

Sincere appreciation is extended to the following people for their contributions and assistance in the development of the "Marketing Your Programs...Grassroots Style" workshop and resource packet.

Marty Murray, Instructional Support Teacher, Vocational, Adult and Community Education, Orange County Schools

Debra Banta, Special Projects Coordinator, Vocational, Adult and Community Education, Martin County Schools

Jerry Morgan, Marketing Special Projects Coordinator, Dade County Schools

Dale Miller, Teacher, Office of Adult and Community Education, Broward County Schools

Betsy Laffin, Special Populations Coordinator, Brevard County Schools

Babette Wald, Academy Programs Specialist, Broward County Schools

Tim Holmes, Administrator, Wymore Adult and Community Education Center, Orange County Schools

Judy Meyer and Barney Myers, Office of Business & Citizen Partnerships, Florida Department of Education

Deede Sharpe, President, Sharpe Programs, Inc.

Valerie Bryan, Co-director, Florida ACENET, Florida Atlantic University

Corey Davis, National School Public Relations Association, Arlington, Virginia

A Special Thanks to the following person for the graphic design and production of the multi-media presentations.

Marilyn Hatch
Bureau of Career Development and
Educational Improvement
Division of Applied Technology and Adult Education
Florida Department of Education

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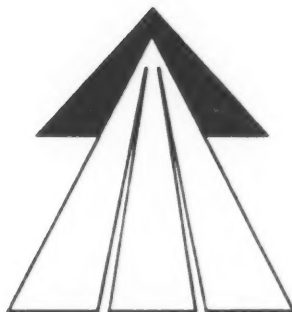
Strategic Marketing for Educational Institutions, Kotler, Fox.

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